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| Knowledge of NSW curriculum requirements | 1.1.3 Design and implement lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. | | 1.2.3 Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. | | 1.3.3 Assist and advise on the implementation of contextually relevant, high quality teaching and learning programs and activities using expert knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. | | 1.4.3 Evaluate existing teaching and learning programs and lead further development by using expert knowledge of NSW syllabus documents or other curriculum requirements of the Education Act. |
| Knowledge of information and communication technologies (ICT) in the following areas: | 1.1.4 Demonstrate current knowledge and proficiency in the use of the following:  • Basic operational skills  • Information technology skills  • Software evaluation skills  • Effective use of the internet  • Pedagogical skills for classroom management. | | 1.2.4 Apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following:  • Basic operational skills  • Information technology skills  • Software evaluation skills  • Effective use of the internet  • Pedagogical skills for classroom management. | | 1.3.4 Exhibit and share current skills in the use of ICT in the classroom to meet syllabus outcomes in the following:  • Operational skills  • Information technology skills  • Software evaluation skills  • Effective use of the internet  • Pedagogical skills for classroom management. | | 1.4.4 Initiate or lead the implementation of policies and processes to integrate ICT into the learning environment. |
| Teaching strategies | 4.1.5 Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning. | | 4.2.5 Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students. | | 4.3.5 Assist colleagues to create, select and use a repertoire of teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students. | | 4.4.5 Mentor teachers through sharing ideas about the creation, selection and use of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students. |
| Engagement in personal and collegial professional development | 6.1.2 Demonstrate knowledge of the professional standards framework and its impact on the professional life of a teacher. | | 6.2.2 Use the professional standards to identify personal professional development needs and plan accordingly. | | 6.3.2 Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards. | | 6.4.2 Evaluate and address the professional learning needs of colleagues with reference to the professional standards |
| Capacity to contribute to a professional community | 6.1.4 Demonstrate knowledge of the importance of teamwork in an educational context. | | 6.2.4 Work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice. | | 6.3.4 Model collegial practices for evaluating and sharing best practice in teaching strategies and professional knowledge and practice. | | 6.4.4 Critically review research on best practice in teaching and learning to assist colleagues to further develop their |
| 6.1.5 Accept constructive feedback to improve and refine teaching and learning practices. | | 6.2.5 Accept and offer constructive feedback to support a professional learning community. | | 6.3.5 Create and utilise networks to support constructive professional discussion. | | 6.4.5 Initiate or lead strategies for developing a climate for accepting and providing constructive feedback and recognition of achievement. | |